



BUFORD MIDDLE

1890 N. Rocky River Road
Lancaster, South Carolina

Grades	6-8 Middle School	
Enrollment	445 Students	
Principal	Sheryl H. Wells	803-285-8473
Superintendent	Dr. Gene Moore	803-286-6972
Board Chair	Bobby Parker	803-286-6972

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

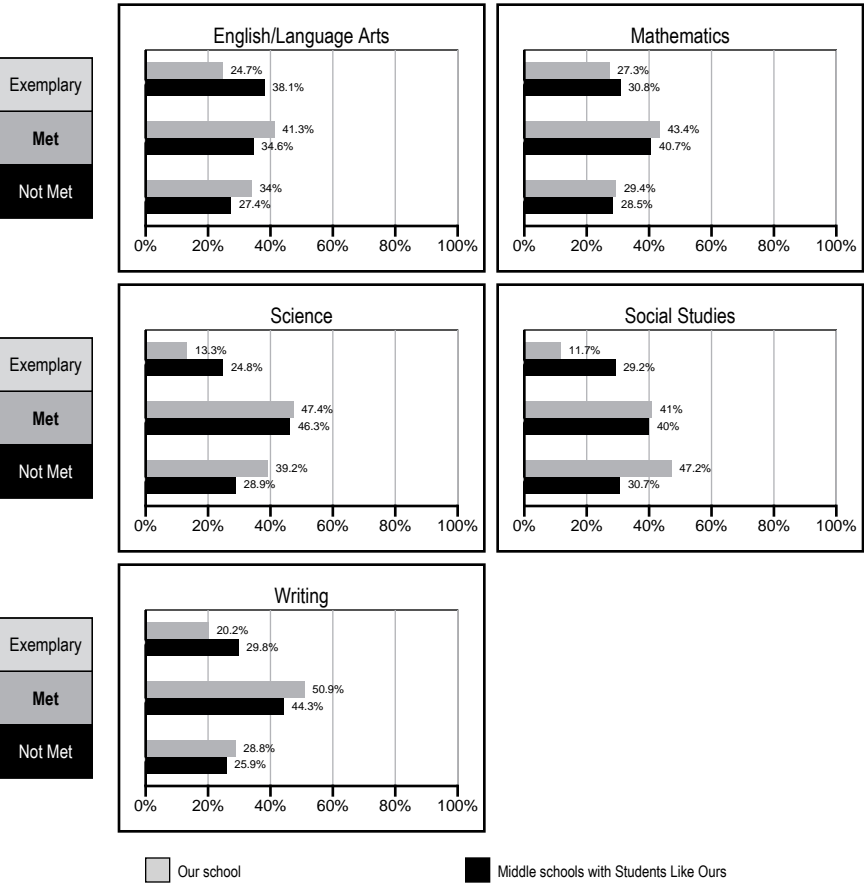
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	13	37	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.5%
English 1	N/A	97.1%
Physical Science	N/A	44.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=445)				
Students enrolled in high school credit courses (grades 7 & 8)	17.2%	Up from 15.7%	31.2%	24.2%
Retention rate	0.0%	Down from 1.6%	0.7%	0.7%
Attendance rate	94.9%	Down from 95.2%	95.8%	95.9%
Eligible for gifted and talented	16.4%	Up from 14.3%	18.7%	16.4%
With disabilities other than speech	12.1%	Down from 12.3%	12.1%	12.0%
Older than usual for grade	1.6%	Up from 0.7%	2.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.7%	0.9%	0.5%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	81.5%	Up from 79.3%	60.3%	58.5%
Continuing contract teachers	96.3%	Up from 89.7%	84.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	2.9%	4.0%
Teachers returning from previous year	86.1%	Up from 85.8%	85.9%	84.6%
Teacher attendance rate	93.6%	Down from 93.9%	95.6%	95.4%
Average teacher salary*	\$51,442	Down 0.1%	\$47,243	\$46,561
Professional development days/teacher	14.3 days	Down from 15.8 days	9.9 days	10.2 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	24.1 to 1	Up from 22.1 to 1	22.0 to 1	21.1 to 1
Prime instructional time	85.5%	No Change	90.5%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.0%	Up from 95.8%	98.6%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,318	Down 2.5%	\$7,402	\$7,802
Percent of expenditures for instruction**	67.9%	Down from 68.6%	63.9%	63.8%
Percent of expenditures for teacher salaries**	62.6%	Down from 63.7%	60.5%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Buford Middle School used the 2010 – 2011 school year to “Leave Our Mark”. Our goal was for the year to be an academic success for all of our students. Our teachers worked hard on mastering the standards and teaching for understanding. We were able to improve our Absolute Rating on our Report Card to Average and our Improvement Rating to Average. We were pleased with the increase in test scores.

We continued with our focus on literacy by conducting our summer reading program. The students in our school each read at least one book over the summer. This program is designed to slow summer reading loss. We continued with our school-wide read alouds and our school-wide writes. We had three author visits to encourage our students to love to read.

Family nights continued to be a huge success. We conducted family nights for every grade and studied everything from poetry galas and the Holocaust to medieval times. Field trips were conducted which reinforced learning taught within the classroom.

We have also continued to maintain the technology portion of our curriculum. We have continued with our web page design, web casting, geo-navigational skills and computer literacy. We purchased a NEO2 laptop lab that is mobile and can be moved to the classroom for teachers to use with their students.

We have had many things to be proud of this year. Our Academic Challenge Team was the county champion. Our school produced the County Spelling Bee Winner. We had eight Junior Scholars and nine Duke Tip Scholars. We had another teacher receive National Board Certification (bringing our total number to 7). Our school produced the county Teacher of the Year. We are very proud of all of these successes.

We realize that we could not have achieved these milestones without the help of our parents and the community. By continuing to work together, we will help our children improve and flourish.

Sheri Wells, Principal
Lisa Hallman, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	125	103
Percent satisfied with learning environment	100.0%	73.4%	83.2%
Percent satisfied with social and physical environment	100.0%	81.6%	75.8%
Percent satisfied with school-home relations	94.1%	86.4%	76.5%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate	94.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	447	100	34	41.3	24.7	78.1	83	83.5	Yes	Yes
Gender										
Male	237	100	36.4	40.4	23.1	72.4	79.1	80.1	N/A	N/A
Female	210	100	31.4	42.2	26.5	84.3	87.3	87	N/A	N/A
Racial/Ethnic Group										
White	392	100	33	40.7	26.3	78.5	86.8	89.6	Yes	Yes
African American	44	100	45.2	45.2	9.5	76.2	74	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.1	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	85.6	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.8	85.1	I/S	I/S
Disability Status										
Disabled	56	100	62.7	35.3	2	51	47.1	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	82.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	219	100	42.9	39	18	72.2	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	447	100	31.5	45.9	22.6	81.1	81.5	80.4	Yes	Yes
Gender										
Male	237	100	35.6	41.8	22.7	76.9	78.3	78.4	N/A	N/A
Female	210	100	27	50.5	22.5	85.8	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	392	100	29.8	45.5	24.7	81.4	86.1	87.8	Yes	Yes
African American	44	100	50	47.6	2.4	76.2	71.2	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.7	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.9	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	56	100	N/A	N/A	N/A	45.1	44.2	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	219	100	40.5	47.3	12.2	77.1	74.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	303	100	39.2	47.4	13.3	60.8	62.7	67.3
Gender								
Male	163	100	40.4	44.2	15.4	59.6	62.4	66.9
Female	140	100	38	51.1	10.9	62	63.1	67.7
Racial/Ethnic Group								
White	273	100	37.7	48.3	14	62.3	70.5	79.6
African American	26	100	54.2	37.5	8.3	45.8	45.6	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	72	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	59.3	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	69.5
Disability Status								
Disabled	40	100	N/A	N/A	N/A	22.2	27	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	57	58.6
Socio-Economic Status								
Subsidized meals	138	100	51.5	42.3	6.2	48.5	51.4	55.4

Social Studies

All Students	301	100	47.2	41	11.7	52.8	65.4	70.9
Gender								
Male	160	100	48.7	35.7	15.6	51.3	64.3	70.1
Female	141	100	45.6	47.1	7.4	54.4	66.6	71.7
Racial/Ethnic Group								
White	266	100	46.7	40.4	12.9	53.3	69.8	79.2
African American	26	100	N/A	N/A	N/A	38.5	54.9	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	82.6	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	67.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	39	100	N/A	N/A	N/A	25	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.1	68
Socio-Economic Status								
Subsidized meals	146	100	58.7	35.5	5.8	41.3	54.8	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	446	100	28.8	50.9	20.2	71.2	72	72.1	94.9	95.7
Gender										
Male	235	100	37.8	47.6	14.7	62.2	64.5	65.2	94.2	95.5
Female	211	100	19	54.6	26.3	81	79.9	79.2	95.6	96
Racial/Ethnic Group										
White	391	100	28.6	49.9	21.5	71.4	77.8	80.8	94.7	95.5
African American	44	100	33.3	57.1	9.5	66.7	59.2	59.7	96.2	96.1
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	75	87	98.7	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	72	64.6	94.4	95.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.8	73.4	98.1	96
Disability Status										
Disabled	55	100	80.4	17.6	2	19.6	22.3	27.7	92.3	93.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	68.4	63.7	96.8	96.1
Socio-Economic Status										
Subsidized meals	219	100	41.3	47.6	11.2	58.7	61.6	61.9	93.8	95.2

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	155	100	25.7	43.9	30.4	74.3
	7	128	100	29	51.6	19.4	71
	8	157	99.4	43.4	38.2	18.4	56.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	156	100	32.7	43.3	24	67.3
	7	157	100	33.1	37	29.9	66.9
	8	134	100	36.8	44	19.2	63.2
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	155	100	20.3	45.9	33.8	79.7
	7	128	100	28.2	41.9	29.8	71.8
	8	157	99.4	27	48.7	24.3	73
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	156	100	35.3	48	16.7	64.7
	7	157	100	27.9	39	33.1	72.1
	8	134	100	31.2	52	16.8	68.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	78	100	45.9	50	4.1	54.1
	7	128	99.2	27.6	65.9	6.5	72.4
	8	78	100	64	29.3	6.7	36
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	79	100	60.5	38.2	1.3	39.5
	7	157	100	25.3	54.5	20.1	74.7
	8	67	100	47.6	41.3	11.1	52.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	77	98.7	28.8	61.6	9.6	71.2
	7	128	99.2	51.2	38.2	10.6	48.8
	8	78	100	46.8	44.2	9.1	53.2
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	77	100	52.7	45.9	1.4	47.3
	7	157	100	52.6	35.1	12.3	47.4
	8	67	100	27.4	50	22.6	72.6
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	155	99.4	22.7	50	27.3	77.3
	7	131	98.5	33.1	51.2	15.7	66.9
	8	159	99.4	39	42.2	18.8	61
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	155	100	35.3	50	14.7	64.7
	7	157	100	22.7	52.6	24.7	77.3
	8	134	100	28.6	50	21.4	71.4

Abbreviations for Missing Data

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